



SC Annual School Report Card Summary

Riverview Charter School
Beaufort County
Grades: K-8 Enrollment: 456
Principal: Alison H. Thomas
Superintendent: Dr. Jackie Rosswurm
Board Chair: Bill Evans

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

| YEAR | ABSOLUTE RATING | GROWTH RATING | PALMETTO GOLD AND SILVER AWARD | | ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM | |
|------|-----------------|---------------|--------------------------------|-----------------|---|--------------------------|
| | | | General Performance | Closing the Gap | ESEA Grade | Accountability Indicator |
| 2013 | Excellent | Excellent | TBD | TBD | A | N/A |
| 2012 | Excellent | Excellent | Gold | N/A | A | N/A |
| 2011 | N/A | N/A | Silver | N/A | Met | N/A |

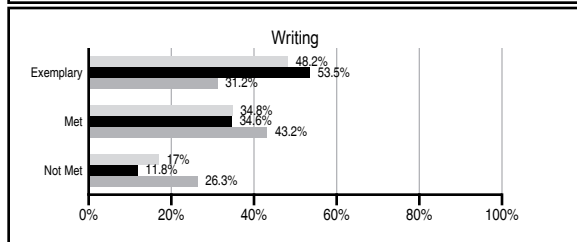
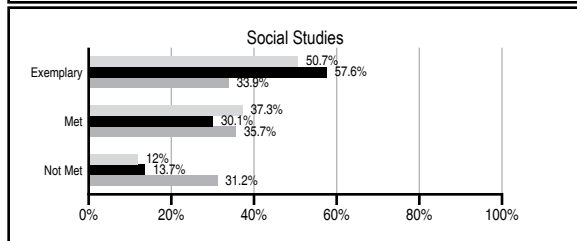
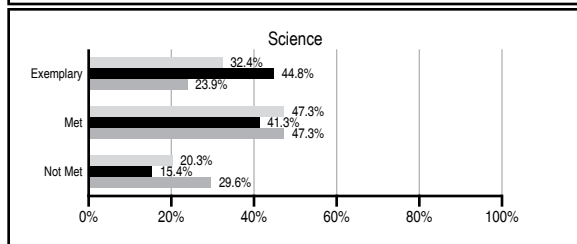
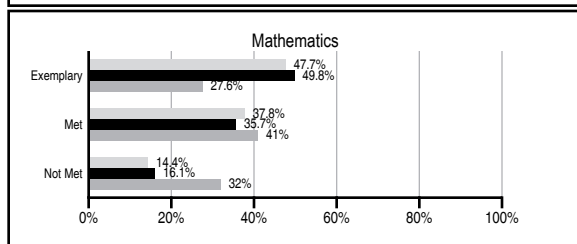
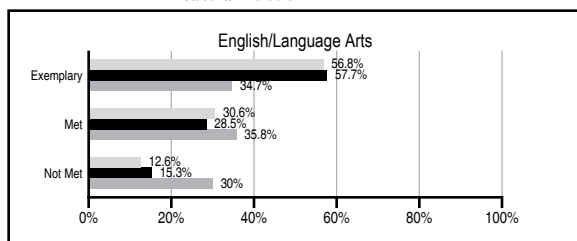
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | AT-RISK |
|-----------|------|---------|---------------|---------|
| 8 | 1 | 1 | 0 | 0 |

* Ratings are calculated with data available by 01/15/2014. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 8 (2011)

| | | | | |
|---|----|----|----|---|
| South Carolina | 28 | 45 | 25 | 2 |
| Nation | 25 | 43 | 29 | 3 |
| % Below Basic % Basic, Proficient, and Advanced | | | | |
| Below Basic Basic Proficient Advanced | | | | |

MATH – GRADE 8 (2011)

| | | | | |
|---|----|----|----|---|
| South Carolina | 30 | 38 | 25 | 7 |
| Nation | 28 | 39 | 26 | 8 |
| % Below Basic % Basic, Proficient, and Advanced | | | | |
| Below Basic Basic Proficient Advanced | | | | |

SCIENCE – GRADE 8 (2011)

| | | | | |
|---|----|----|----|---|
| South Carolina | 39 | 32 | 27 | 1 |
| Nation | 36 | 32 | 29 | 2 |
| % Below Basic % Basic, Proficient, and Advanced | | | | |
| Below Basic Basic Proficient Advanced | | | | |

END OF COURSE TESTS - 2013

| % of students scoring 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---------------------------------------|-------------------|--|
| Algebra 1/Math for the Technologies 2 | 97.1 | 97.3 |
| English 1 | N/A | 98.2 |
| Physical Science | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | 97.1 | 97.9 |

SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Riverview Charter School [Beaufort County]

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=456) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 52.7% | Up from 0.0% | 35.1% | 24.6% |
| Retention rate | 0.7% | Up from 0.6% | 0.3% | 0.6% |
| Attendance rate | 96.4% | Down from 96.9% | 96.5% | 95.9% |
| Served by gifted and talented program | 15.5% | N/A | 34.1% | 18.5% |
| With disabilities | 8.8% | N/A | 8.2% | 13.0% |
| Older than usual for grade | 1.5% | N/A | 1.7% | 4.8% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | Down from 0.6% | 0.5% | 0.6% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=37) | | | | |
| Teachers with advanced degrees | 54.1% | Up from 53.6% | 61.0% | 61.5% |
| Continuing contract teachers | 70.3% | Up from 67.9% | 75.4% | 77.2% |
| Teachers returning from previous year | 77.1% | N/A | 83.9% | 85.9% |
| Teacher attendance rate | 96.5% | N/R | 95.6% | 94.9% |
| Average teacher salary* | \$46,883 | Up 8.9% | \$47,061 | \$47,313 |
| Classes not taught by highly qualified teachers | 0.0% | Down from 6.8% | 6.9% | 2.0% |
| Professional development days/teacher | 15.3 days | Down from 20.4 days | 11.9 days | 10.1 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 1.0 | 2.5 | 4.0 |
| Student-teacher ratio in core subjects | 18.2 to 1 | Up from 18.0 to 1 | 23.1 to 1 | 22.1 to 1 |
| Prime instructional time | 92.6% | N/R | 90.7% | 89.6% |
| Opportunities in the arts | Excellent | Up from Good | Excellent | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 99.8% | 99.0% |
| Character development program | Excellent | No Change | Excellent | Good |
| Dollars spent per pupil** | \$10,661 | Down 0.1% | \$6,325 | \$7,239 |
| Percent of expenditures for instruction** | 57.0% | Up from 49.0% | 62.0% | 63.0% |
| Percent of expenditures for teacher salaries** | 44.0% | Down from 48.9% | 61.0% | 61.0% |
| ESEA composite index score | 100.0 | Up from 94.5 | 91.3 | 83.5 |

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 27 | 37 | 54 |
| Percent satisfied with learning environment | 100% | 83.7% | 88.9% |
| Percent satisfied with social and physical environment | 100% | 83.7% | 94.5% |
| Percent satisfied with school-home relations | 100% | 89.2% | 92.7% |

*Only students at the highest middle school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Riverview's mission is to create a small, diverse learning community that actively engages students in meaningful and innovative learning experiences. Emphasizing learning by doing, family and community involvement, and engaged citizenship, Riverview is committed to nurturing the whole child and preparing each student for a global.

Riverview's small, diverse learning community recognizes and values the whole child - cognitively, physically, socially, emotionally, aesthetically, and ethically - and provides educational opportunities for each dimension to grow and strengthen. By providing a setting that develops the natural learner in every child, Riverview supports children's creativity, curiosity, and individual needs, while preparing them to be responsible, engaged citizens able to be successful in a global society.

At each grade level, the curriculum teaches basic academic concepts and skills, interwoven with interdisciplinary 21st century themes, through real-life experiences. Riverview students are challenged to practice their academic, social, and emotional skills through service-learning projects they design and implement with community partners. Students develop their appreciation for the natural world through environmental education, guided experimentation, and fieldwork. They cultivate their natural artistic talents by actively participating in the visual and musical arts. Reading, writing, speaking and mathematics are investigated through hands-on experiences and student-initiated projects. Students will come to know the world, embrace its cultures, participate in world language studies, and learn its history through role-play, interactive media and simulations. A wellness-focused curriculum promotes physical activity and healthy eating habits. Media literacy, collaboration, technology, and creative problem-solving skills weave their way through all content areas and foster critical thinking.

Using experiential principles as our guide, Riverview employs a variety of research-based educational approaches to help students accomplish the South Carolina Academic Standards through meaningful learning experiences. The strategies include, but are not limited to: Service-Learning; 21st Century interdisciplinary themes; project-based learning; environmental education; reader's and writer's workshop; learner-centered, developmentally appropriate classrooms; integrated arts education; learning profiles; use of Garner's paradigm of multiple intelligences; theme-based learning projects; team teaching and collaboration; inter-class mentorship; inter-generational mentorship by family and community members; world language studies beginning in the early grades; field trips and field work; authentic, evidence-based assessments; academic, social and emotional goal setting; conferences with the teacher, parent, and student; and self-assessment and reflection for teachers and students.

Alison H. Thomas
Director

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status